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# Montana SCHOOLS

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Nancy Keenan • Superintendent  
Office of Public Instruction  
Vol. 34, No. 4  
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## Touching the future through guidance

### Polson counselor wins Christa McAuliffe Fellowship

**S**herry Jones tells a story about a high school that was commended for rescuing so many students from the "river of problems." The school had impressive programs

level. When asked why, he responded, "I'm tired of rescuing drowning kids. I'm going upstream to see who is throwing them in."  
Jones, too, plans a trip "up-

recipient. The fellowship will allow her to develop a resource guide to help school districts incorporate elementary counselors into their schools and develop guidance curricula.



The FORCE is with her: Counselor Sherry Jones meets with members of Polson High School's student group, the FORCE (Friends Offering Resistance to Chemical Experimentation), which takes a leadership role in support groups, peer counseling, and drug prevention programs. As part of her Christa McAuliffe Fellowship, Jones will collect ideas for effective programs such as the FORCE and share them throughout the state.

According to Jones, fewer than half of Montana's school districts currently provide counseling services in the elementary grades. Even fewer have written guidance curricula. While Montana's new accreditation standards require elementary counseling services by 1994 and written curricula by 2000, many districts lack the resources to help them meet these mandates.

"Within the immense vastness of our state, there exists a void in

and strategies for reaching troubled students. But after 20 years, the school's counselor, who was primarily responsible for these programs, requested to be reassigned to the elementary

stream" to the source of some important issues in the field of counseling. A guidance counselor at Polson High School, Jones recently became Montana's Christa McAuliffe Fellowship

guidance resources," Jones says. Montana lacks guidance curriculum materials and a vehicle to provide training and resources to

(Continued on page 9)

## The 1991 legislative session—mixed results

The intense and difficult 1991 legislative session is over. Because public schools received no additional state financial support, it might appear at first glance that K-12 education was overlooked during this session.

However, the Office of Public Instruction monitored hundreds of bills with potential impact on K-12 education. We vigorously supported some bills and strongly opposed others. Many of the introduced bills did not survive the session, although several passed both house and senate.

Below are brief highlights of K-12 legislation that passed both chambers. As of this writing, some of the bills remain on the governor's desk; they do not require final approval or disapproval until 20 days after reaching his desk. Therefore, we won't know the full impact of the 1991 legislature until the end of May.

**Foundation program funding**  
Despite valiant efforts by OPI

and several legislators, the statutory foundation program schedules were not increased for the next biennium. The schedules remain the same as the 1990-91 school year for both 1991-92 and 1992-93—a zero and zero increase. This means inflationary costs or program expansion will be borne entirely by local taxpayers.

Senate Bill 17, currently on the governor's desk, is a detailed bill that provides cleanup of the 1989 legislation that created the new method of funding public schools. The bill also provides a process for essential general fund expenditures that would exceed a district's spending limit, such as boiler failure, leaking roof, unusual enrollment increases, or special education expansion.

**Special education funding**  
No additional appropriation was made for special education. The same amount appropriated in the 1989 session will be available for

each of the next two years, despite the continuing growth of special education programs and requirements. The legislature currently appropriates \$33,861,646 annually in state money for special education statewide. Each year, that amount pays for less and less of the districts' expanding program costs. Additional special education costs will be borne by local taxpayers, and these additional costs may result in a reduction of funds available for regular programs.

A bill that will grant some financial relief to districts is House Bill 999. This bill provides cost containment measures and gives the state, rather than the local school district, responsibility for the educational costs of most out-of-district placements. In most cases, these costs have been for special education students, and the costs were

(Continued on page 2)

Second Class  
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## Message from Nancy Keenan

What a year it has been! And what a tumultuous legislative session we have weathered. As you know, education emerged from the 1991 session with mixed results. The jury is not all in yet, either, since many bills remain on the governor's desk awaiting his approval or disapproval. Our top legislative priority for the 1991 session was a modest four percent increase in the foundation program to try to keep pace with inflation and maintain the percentage of the state's share of school funding. That did not



happen. This is a major disappointment for Montana education. However, while all the media attention focused on dollars, there were many other kinds of education-related bills in the legislative hopper. (Dori Nielson, Senior Education Analyst for OPI, discusses many of them in this issue of *Montana Schools*.) I am particularly encouraged by the legislature's commitment to gifted and talented education, distance learning, and Indian education.

I am grateful to Montana educators for your steadfast support for education during the session and the school year. We have much work left to do. I hope you will take advantage of the best Montana has to offer during the summer and that you will enter the new school year with batteries recharged!

*Nancy Keenan*

## Mental health hotline

Montanans can now call free of charge for mental health information. For the first time, the Mental Health Association of Montana has installed a toll-free telephone number at its headquarters in Helena, according to Executive Director Joy McGrath. For information about mental health and mental illness, Montanans can call 1-800-823-MHAM.

The association is a nonprofit education and advocacy organization affiliated with the National Mental Health Association. The mission of this volunteer organization is to work for improved mental health for Montanans and for victory over mental illness. The state association does not provide treatment services, but it can help individuals find services within their communities or refer them

to other agencies. The state office provides information about public policy issues related to mental health services and needs. It also refers individuals to local chapter contacts. The association has chapters in Billings, Cascade County, Daniels County, Helena, Pondera County, Sheridan County, and Sweet Grass/Stillwater counties.

The association's office is open Monday through Friday, 8 a.m. to 3 p.m. An answering machine will record your calls during other hours.

For more information, call

# Remember the Children

MAY—MENTAL HEALTH MONTH



1-800-823 MHAM, or write the association at 555 Fuller Ave., Helena, MT 59601. ■

## The 1991 legislative session—mixed results for education

(Continued from page 1)

predicted to escalate tremendously in the next two years. If approved by the governor, HB 999 will free up some district funds for purposes other than out-of-district educational charges.

**Gifted and talented funding**  
Funds for gifted and talented education were increased to \$300,000 per year, which is triple the amount provided for each of the last 10 years. In the future, the funds may be distributed to school districts by a method different from the current competitive grants. However, for school year 1991-92, the grant requests will be funded. Additional money will be used to fund summer programs for students and inservices for teachers, to provide a publication to help all districts provide services to gifted and talented students, and for a forum to assess the distribution of funds for future years.

**American Indian education**  
The legislature agreed to support Montana's constitutional commitment to American Indian education by providing full state funding for the Indian education specialist at OPI, a position partially supported with federal funds in the past.

The legislature also committed state funds to the Office of the Commissioner of Higher Education to provide a position within the office for American Indian/minority student retention and achievement in higher education.

### Telecommunications

House Bill 30, signed by the governor, provides funding for a telecommunications network to include school districts, the university system, and the state.

### Kindergarten

House Bill 175, signed by the governor, requires school districts to provide a kindergarten program by the 1992-93 school year. The bill does not require kindergarten students to attend; rather, it requires that school districts provide the program if students and parents request it. Currently, about 30 small districts in Montana do not offer kindergarten programs.

### Traffic education

House bills 763 and 899, both signed by the governor, consolidate the motorcycle safety and traffic education programs and expand the programs to include bicycle safety.

### Cigarettes and tobacco

House Bill 849, signed by the governor, provides for a student referendum on the sale of tobacco products to minors. This vote will be conducted in the schools in the fall. Although the vote will not have the force of law, merchants will be notified of the results of the referendum.

### Earthquake education

All school districts will be required to provide earthquake education as a part of disaster and emergency information. House Bill 665, signed by the governor, will also require

districts in Montana's highest earthquake zones to hold earthquake drills.

### Corporal punishment

Senate Bill 84, signed by the governor, prohibits corporal punishment in Montana's public schools and clarifies situations that might require physical restraint.

### AIDS education

House Joint Resolution 35 urges that AIDS education be included as part of teacher education programs.

### Full-service cooperatives

Senate Bill 141, signed by the governor, would expand the current structure of cooperatives and encourage their use for services that individual districts find difficult to provide, such as curriculum specialists or accountants.

### Teachers' retirement

House Bill 80, signed by the governor, will allow teachers to purchase retirement system credit for losses due to absences. House Bill 205 revises the formula for transferring service credits between the Public Employees Retirement System and the Teachers' Retirement System.

### Teacher certification/

### Certification Advisory Council

Annual fees for teacher certification were increased from \$5.00 to \$6.00 by House Bill 431. The entire fee will be used to fund activities of the Certification

Advisory Council. Senate Bill 88 revised the terms of council members. The governor has signed both bills.

### Home schools

Senate Bill 287, signed by the governor, confirms the rights of home-schooling parents to instruct their children and gives the parents sole authority over philosophy, materials, methods, and evaluation.

### School structure

Elementary and high school districts with the same boundaries may become a single district after July 1, 1991. Although many

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.



## "Solutions That Work" are already at work in Pryor

Last fall, when the National Education Association (NEA) chose Pryor Public Schools as a field test site for its new research project, "Solutions That Work," an exciting several months of activity began, with administrators, teachers, staff, trustees, students, and parents involved. The Office of Public Instruction and Montana Education Association have also pledged technical support to help the Pryor community make the project a success.

"Solutions That Work" is a complex program designed to identify and eliminate barriers to educational excellence and academic achievement for females and ethnic/racial minority students. It began with an identification of key issues and concerns by students, teachers, parents, trustees, and administrators. Then Dr. Karen Bogart, researcher and developer of the program, compiled the information from three survey instruments and interviews. She drafted a prescriptive recommendation of the best nationally recognized programs, initiatives, and action plans that would address Pryor's special interests and needs, especially for female

and American Indian students.

But the Pryor community did not wait until recommendations came from Dr. Bogart and the NEA. They established a team to develop plans and steps to turn their dream of educational excellence for their students into actuality. Immediate plans include opportunities for Gender/Ethnic Expectations and Student Achievement (GESA) and Power Teaching training for teachers, Expanding Your Horizons for students, workshops for trustees on state requirements and leadership developments, and parent programs.

The focused energy and enthusiastic motivation are exciting to witness. The Solutions That Work plan was to begin in '91-92, but Pryor's commitment to action on behalf of its children and educators is stronger than any NEA timeline. Solutions That Work, based on Pryor's experience and recommendations, may be replicated in other districts in Montana in years to come.

Contact OPI's Equity Division, Pryor Public Schools Superintendent Dan Sybrant, or MEA's Tom Bilodeau for more information. ■

—Pat Callbeck Harper  
OPI Gender Equity Specialist

## Lodge Grass High School selected for high-tech project

Lodge Grass High School has been selected to participate in the Technology for Teaching Project (TFTP), which was launched in March by three major U.S. corporations and three professional education associations. Vicki Gale, librarian at Lodge Grass High, wrote the grant proposal that resulted in the school's selection for this project.

The TFTP is a collaborative effort to help faculty teams at 15 schools in 14 western states plan and conduct public demonstrations of high-tech solutions to educational challenges. It is a partnership of the National Education Association, The American Association of School Librarians, and the American Association of School Administrators. Corporate supporters are AT&T, IBM, and US WEST Communications. The TFTP is funded by a grant from the US WEST Foundation.

The TFTP will focus on how technology can help educators prepare today's youth for living and working in the 21st century, according to NEA President Keith Geiger. "Many educators have wonderful ideas that could help students learn—if only they had access to technologically advanced teaching tools," Geiger said.

For example, teachers at Lodge Grass High School will demonstrate how students can get excited about learning by using computers to get instant information from their libraries and from information sources beyond their communities.

Teachers in other TFTP schools are designing demonstrations in which students in isolated, rural areas and youngsters in urban schools help each other study through the use of computers and teleconferencing.

In addition to contributing funds and equipment, the project's partners and corporate participants will work with each faculty team to help them plan the resources needed to conduct their demonstrations.

The 15 TFTP schools will be linked to each other, to innovative schools from Maine to Hawaii, and to the nation's leading educational researchers through PSINet (People Sharing Information Network), a computer network provided by IBM. Through PSINet, the faculties and researchers can exchange ideas and information instantly. ■

## National Flag Day participants

Patriotism and the flag have been prominent in the minds of many Montanans in the last few months as we escalated and unwound from the intrigues of Desert Storm. For 15 Montana high school students, April 4-6 was a continuation of discussion and debate on these topics.

These students were in Helena for the 1991 Montana Flag Day Seminar. The main purpose of this event was to select a student to represent Montana at the National Flag Day Ceremony in Baltimore, Maryland, in June.

The students participated in seminars, wrote proclamations and legislative resolutions, and proposed those documents to the governor and legislature. They also received a presentation from the National Flag Day Foundation, Inc., the state Historical Society, and Montana's Grounded Eagle Foundation.

This is the program's fifth year in Montana. Each December, every Montana high school is asked to select an applicant for consideration as a finalist in the program's essay competition. The top 15 are invited to the Helena seminar. One student is selected

as Montana's Flag Day student representative.

This year's representative is Barbara Schnur from Broadwater County High School in Townsend. Barbara won a week-long, all-expenses-paid trip to Baltimore for the National Flag

Day event. She will spend the week in seminars and visiting historic sites in Washington, DC; Baltimore; and Annapolis. Barbara and 49 other state representatives will present their state flags at a Baltimore Orioles baseball game and at Fort McHenry on Flag Day, June 14, at the

annual "Pause for the Pledge of Allegiance."

Montana will be well represented this year, since two previous state representatives have been invited back as student ambassadors to help run the 1991 program. They are Danielle Ruhoff, Shepherd (1989); and Maelynn Foster, Billings (1990).

For more information about the Flag Day program, call Terry Teichrow at the Office of Public Instruction (444-2036). ■

—Terry Teichrow  
OPI Homeless Children and Youth Coordinator



Barbara Schnur



A student-drawn graphic from the Hyper Schools project.

## Hyper Schools

No, Hyper Schools aren't institutions for overly energetic kids. Hyper Schools are three Montana schools that participated in a pilot program in which students created an interactive multimedia project using hypermedia. Hypermedia is a computer technology that lets students combine words, pictures, video images, and sounds together in an infinite variety of ways.

During the 1990-91 school year, Montana artists Wally Bivins and Beck Newell worked with 55 middle school and elementary students to create a hypermedia project on the environment, a topic chosen by the students

themselves.

With support from the Office of Public Instruction, the Montana Arts Council, and Apple Computer company, Bivins and Newell worked with students at Riverside Junior High in Billings, Ronan Middle School, and Basin School. Under their guidance,

these students researched various environmental topics, videotaped interviews, and created animated computer graphics as part of their contribution to the project. When all three schools had created their own programs, Bivins and Newell returned to each school so students could respond to what their counterparts in other schools had created.

The final result combines the contributions of all three schools into a single presentation that explores pollution, endangered species, and environmental alternatives such as recycling.

According to Ron Lukenbill, technology specialist at OPI, part

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# Billings Career Center—leading a renaissance in vocational education

*This is the second in a two-part series on innovative learning projects in Billings. In the last issue of Montana Schools, we reported on Billings Senior High School's Academy Program, an experimental approach to meeting the needs of high-potential, low-achieving students. In this issue, Principal David Irion of the Billings Career Center discusses new concepts of vocational education being explored at the Center.*

*These two programs have more in common than a creative approach to education: they share students, as well. Second-year Academy students participate in the Center's Urban Agriculture project.*

mands. High school counselors who assist students in program decisions are continually updated about Career Center programs.

The Center uses learning styles research in meeting the demands of our students, who are predominantly hands-on, tactile learners. The focus is less on seat-time instruction and more on facilitated learning activity.

The Center bases programs on demonstrated student skills and organizes them around written standards. Student ratings are criterion-referenced; that is, based not on how one student compares to another but on whether the skill is learned or yet to be accomplished.

Perhaps the most profound change at the Center, however, has been the integration of



Medical Careers students pose with "Elvis."



An Urban Agriculture student tends plants in the Center's greenhouse.

**V**ocational education the old way just didn't seem to be working. During the 1988-89 school year, enrollment at the Billings Career Center (a vocational education skills center serving students from Billings high schools) reached a low critical mass. The potential for closure seemed real.

Rather than accepting the demise of this important education program, faculty at the Center looked at the situation as an opportunity for change. As a result, transformation of the Career Center based on a new generation of vocational education ideals has produced some remarkable changes for high school students of Billings. An emphasis on new trends in vocational education as well as refocused fundamentals long important in vocational education have been crucial. This shift involves research-based fundamentals of effective vocational programs.

For example, faculty are communicating with the local businesses and home schools as never before. Vocational advisory committees provide clear guidance as programs are constantly updated to reflect current de-

traditional academic courses and vocational education with a community-based learning component.

Two programs, largely funded through the Office of Public Instruction and Carl Perkins money, provide prime examples.

The Medical Careers program is a partnership between Deaconess Hospital and the Billings Schools. Seniors, chosen through an application process, attend class at the hospital each day for two hours. Their teacher, certified in biology and health occupations, teaches anatomy/physiology and medical careers to 20 new students each semester. The hospital has assigned a teaching nurse to serve as a liaison with the project. She develops the rotation schedule for students who "shadow" health professionals in departments such as emergency room and heart catheterization and facilitates their visits to the operating room. The response to the course has been tremendous—over 50 seniors have applied each semester since the program began. The course has great potential for adaptation in other Montana communities. Consider the possibilities!

The Urban Agriculture program, also supported by Carl Perkins funds, has brought agriculture education back to a community whose economy depends on agriculture. The original agriculture course at the Center, having failed because of low enrollment in 1987, was based on the traditional vo-ag model. To urban kids, this program seemed irrelevant. The new program, however, combines botanical science with urban landscaping and greenhouse management. Students are discovering that agriculture is not only cows and plows (although some are very interested in this component) but fertilizer and seed sales, landscape design, and garden center marketing. The Billings Future Farmers of America chapter has been reinstated, and agriculture education is back in Billings in a big way.

As part of the Urban Agriculture Program, partnership with the fledgling Zoo Montana project has been created. Through this partnership, students have identified and catalogued all native plants on the zoo site and are designing some of the zoo's landscaping. Zoo Montana has

asked our students to develop a nursery at the zoo site. Down the road, we are looking at having our students handle maintenance on the zoo's landscaping. We also hope to begin a veterinary tech "shadow" program similar to the Medical Careers program.

The new Medical Careers and Urban Agriculture programs really enhance the existing community-based programs at the Center. Child careers, fashion merchandising, electrical, and interior design also have off-campus learning components. Construction students are building their sixteenth house in a neighborhood just south of the Center.

These are exciting times for vocational education. Marvin Cetron in *Educational Renaissance* (a forecast of education in the 21st century) states that vocational education more than justifies its place in the national school system. It will experience its own educational renaissance throughout this decade.

The Career Center plans to be on the cutting edge of this renaissance during this vibrant period in American education! ■

—David Irion, Principal  
Billings Career Center



# The colors of my rainbow

## One teacher's adventures with self-esteem and learning styles

by Mary Ann Gildroy  
Kindergarten/Preschool, Special  
Education, Central School, Roundup

In 1984, when I helped begin Roundup's first public kindergarten program, I was excited about dealing with young students. I was sure they would all be up-beat, enthusiastic, motivated learners. It took less than a month for me to realize that kindergarten students bring with them the same myriad of learning problems and poor self-esteem and self-concept issues that I had dealt with for so long in older students.

My first few months in kindergarten were a humbling experience and sent me scrambling to every learning resource available for help. My earliest research was in the area of human growth and development—how personalities and self-concepts are formed.

Finding ways to build self-esteem in the classroom became a daily mission. I ultimately created an imaginary planet, took magic carpet rides there, and began teaching the students about their individual differences

and the ways in which all humans are alike. We explored every issue from physical looks to intellectual talents and eventually evolved a daily ritual of affirming our own self-worth.

As time went on, however, it became more and more clear to me that children are dramatically affected by the messages they receive at home. It didn't take long to figure out that the cycle of low esteem was being passed on through parents with poor self-images. (This never emerged as an area of focus when I worked with older students. As students travel up through the grades, there is less active parent involvement in the school process, and students develop ways to mask where they are truly coming from.) Thus began my first major efforts to educate parents.

In 1985, with the help of my colleague, Sallie Ronneberg, I presented an open house on self-concept and self-esteem to the parents of our kindergarten students. The basis of the workshop was how self-esteem and self-concept are developed in a child and how it can be nurtured

or destroyed. We gave parents as many tips and ideas as we could to help them develop more positive parenting skills.

Sallie moved on that spring, but I continued researching on my own and continued to expand my parent open house. Each fall, shortly after school starts, I invite my parents into my classroom to introduce them to my program, my philosophy and teaching style, and what I have come to understand and believe about self-concept and self-esteem in children. A major goal of the open house is to help parents understand that we are a team and that our combined knowledge and efforts enhance their children's growth at every level.

Five years ago—after surviving two very challenging years with kindergarten kids—I realized that pumping up a child's self-esteem was not enough. The fact remained that not every child was a happy academic success in the classroom. I began another scramble, now into another area of the mind, the learning process. I came across the concept of learning styles and the different forms of intelligence.

There are two facets to the concept of learning styles. The first concerns the seven types of intelligence: linguistic, mathematical/logical, spatial, musical, body/kinesthetic, intrapersonal, and interpersonal. Each of us is born with at least one type of intelligence; most of us have a combination. The second facet concerns environmental factors that affect how we process information. For example, some

of us learn better in a silent environment; others learn best with a particular kind of music playing. Sound, lighting, and temperature are a few of the environmental factors that affect the way individuals learn.

For me as an educator, learning styles has proven to be one long Christmas present. Nothing in all my years of teaching has given me more insight into student behaviors and needs than learning styles. It has changed my teaching totally. One of the most important elements of learning styles is that it has altered my perceptions of student behaviors. Where once I viewed a behavior as a discipline problem, now I often view it as a learning need. Because my perspective changed, I handle the issues differently. In fact, I have seen a dramatic drop in discipline problems since incorporating learning styles into my teaching.

Again, I felt the need to teach parents about their child's "style" so they could enhance their child's learning process at home, especially when a child experienced problems with homework.

(Continued on page 12)

## Bridges

### Roundup school puts a new spin on parental involvement

When parents visit your school, is it an enjoyable experience for everyone? Or do parents and educators alike look forward to it with as much enthusiasm as a trip to the dentist?

At Central School in Roundup, school personnel decided parental visits would be more effective if they were more fun. With that in mind, they held a unique open house in April to encourage parental involvement in education.

The event included a potluck dinner, science and art exhibits, drill team and singing presentations, a "Quiz Bowl," and a presentation on active parenting. School personnel explained several of the school's new projects, including the Adopt-a-Cop program; the drug prevention project; and the Positive Action program, which focuses on student self-esteem and decision-making skills.

The whole point of the open house, according to Central School principal Paulette Pratt, was to get parents into the school and help them feel they're part of it. "It's really important that kids know parents care about their education," she said.

Pratt said it can be difficult to get parents to school in a setting that's not threatening. "Sometimes conferences can be confrontational" even when confrontation is not intended, she said. "I think that's pretty true in all schools."

The open house was designed to change that pattern. Apparently the plan worked, for parents received it enthusiastically, packing the school gym to capacity. Some parents suggested holding another potluck in the fall to help get teachers and parents acquainted and discuss plans for the new year. The school may even open the school pool for the occasion.

The open house is just one of Central School's innovative parental involvement projects. The school starts involving parents right from the beginning, when their children are in kindergarten. Each year, the school's kindergarten teacher invites parents to an open house to learn practical methods of enhancing children's learning and growth. You can read more about that project in "Field Notes" on this page. ■

"Field Notes" is a forum for Montana educators, parents, and students. Views expressed in Field Notes do not necessarily reflect views of the Office of Public Instruction.

\*

This issue's Field Notes come from Roundup.

## KUDOS!

Congratulations to the following Montana educators for their outstanding contributions to education:

**Sally Anderson**, third grade teacher at Whittier Elementary in Butte, has been awarded the 1991 Montana Outstanding Educator Award. Anderson is the first teacher to win this award, which was presented at the spring conference of the Montana Association of Supervision and Curriculum Development and the Association of Gifted and Talented Educators.

**Jack Regan**, assistant principal at Custer County High School, was named Montana's Assistant Principal of the Year in an award program sponsored by McDonald's Corporation in partnership with the National Association of Secondary School Principals.

"The award shines the light on what are often the unsung heroes of our schools," said Edward Rensi, president of McDonald's USA. "Assistant principals interact with students every day and are therefore key players in fostering academic excellence."



"Dispatches" are updates from Office of Public Instruction specialists. Specialists may be contacted at the phone numbers listed or by writing OPI, State Capitol, Helena, MT 59620.

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## NATIONAL DIFFUSION NETWORK

Bruce Schultz  
Montana Facilitator, 444-2736

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### Leadership training projects

Nine Montana educators have been chosen to participate in four of the Columbia Education Center's newest U.S. Department of Education regional leadership projects.

Three of these educators will participate in the Leadership for Law-Related Studies (LLRE) project, which is supported by the Department of Education's Law-Related Education Office.

Three additional educators will be part of the training cadre of national educators attending Teacher Enhancement For Physics Education (TEPE).

Another three will be enrolled in a second year of training in Talents Unlimited and Technological Applications of Science Education Leadership (TASLE).

**LLRE:** This project, held at Willamette University in Oregon, involves the principles of representative democracy and the Federalist concept of government in the United States. Instructional materials and practices will be drawn from two programs in the National Diffusion Network: LEGAL (Law-related Educational Goals for American Leadership) and IPLE (Institute for Political and Legal Education). Montana participants in this program will include Connie Ford, Eastgate Elementary, East Helena; Cheryl McCauley, Kessler Elementary, Helena; and Jeff Gruber, Judith Gap High School.

**TEPE:** Held at Oklahoma State University, this project will help participants introduce exemplary high school physics programs into rural high schools in the West. Instructional materials and practices will be drawn from two National Diffusion Network programs: PRISMS (Physics Resources and Instructional Strategies for Motivating Students) and Mechanical Universe. Montana participants will include David McDonald, Sidney High School; Douglas Vulcan, Florence-Carlton High School; and Jan Mader, Great Falls High School.

**TASLE:** Held at Willamette University in Oregon, this project will provide exemplary instructional materials and practices in developing hands-on science curriculum for elementary

students. Montana participants will include Shirley Elliott and Linda Norden, Boulder Elementary.

**TALENTS UNLIMITED:** This project will provide a model for recognizing and nurturing multiple talents within the classroom by providing enriching activities for students. Debra Holmes, Kessler Elementary, Helena, will participate.

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## TRAFFIC EDUCATION

Curt Hahn, Specialist  
444-4432

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### Traffic education reimbursement

Traffic education reimbursement request forms and related information were forwarded to high school districts the first part of May. If you have not received this information call us at 444-3126. Your FY'91 reimbursement requests and program survey are due July 10. Traffic education program applications for the 1991-92 school year must be submitted before the program begins. If you have questions, please let us know.

### Answer Book

The Shell "Answer Book" provides helpful tips on emergency repair, fuel efficiency, driver security, and driving skills. The booklets include "The Emergency Repair Book," "The Environment Book," "The Early Warning Book," "The Driver's Security Book," and "Better Mileage Tips." For free copies of any of these books (be specific about the topic and number of copies) write: Shell Answers, Shell Oil Company, P.O. Box 4681, Dept. JD, Houston, TX 77210.

### Buckle-up America Week

Buckle-up America Week is May 20-27, 1991!

### MTEA/OPI activities

The 1991 OPI/Montana Traffic Education Association spring conference/workshop hosted more than 125 traffic educators and friends. Jeff Mead, Sidney traffic educator and MTEA president-elect, and Frank Fleming, Fairfield traffic educator and MTEA outgoing president, are to be complimented on an excellent conference. Special awards were presented to Kevin Barsotti, Shepherd, Montana's Traffic Educator of the Year; and Denny Menholt, Billings Frontier Chevrolet Geo, Montana's Automobile Dealer of the Year. Happy retirement awards went to Terry Brown of Helena, Everett Mize of Ennis, and Ken Watson of Rudyard.

Summer traffic education workshops are available in Dillon, Havre, and Lewistown. Hope you have a great summer.

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## DIVISION OF SCHOOL FOOD SERVICES

Gary Watt, Director  
444-2505

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### Training conference

The School Food Service training conference will be held at the Holiday Inn in Billings August 6, 7, 8, 1991. There will be a special training session on August 5 for those who want to be certified.

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## READING

June Atkins, Specialist  
444-3664

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### Summer reading challenge

Encourage your students to exercise their brains this summer. Recent research findings indicate the single most effective activity for improving students' reading is having them read as often, broadly, and thoughtfully as possible. Summer reading maintains basic skills. The number of books read during the summer is consistently related to achievement gains, as well as providing pleasure and enjoyment.

Superintendent Nancy Keenan and I challenge you to promote summer reading for your students. To help encourage summer reading and writing activities, OPI is providing each elementary school with a master copy of the READMontana Summer Checklists. These materials can be reproduced for each student.

READMontana Summer Checklists are day-by-day fun reading and writing activities for students. These activities challenge students to read and invite parents, family members, and friends to participate.

Students who complete the activities will receive a READMontana member certificate and a READMontana surprise.

Send the READMontana application form to Superintendent Nancy Keenan, READMontana Program, Office of Public Instruction, State Capitol, Helena, MT 59620.

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## LANGUAGE ARTS

Jan Cladouhos, Specialist  
444-3417

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### Student Assessment Plans in Communication Arts

What is the role of assessment in curriculum development? Some forward-thinking districts have chosen to consider assessment as they develop curriculum.

The Montana School Accreditation Standards require that districts "assess...student

progress toward achieving learner goals including the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude." (10.55.603.a)

This standard goes on to list an array of "effective and appropriate tools" for assessing student progress.

One way to document a school's assessment process is to complete a matrix with Content, Skills, Thinking, and Attitudes listed across the top and the assessment instruments listed down the left side. These instruments include standardized tests, criterion-referenced tests, teacher-made tests, classroom evaluation, authentic measures, samples or portfolios, narratives, performances, surveys, and so on. Such a matrix validates newer methods of evaluation, such as journals and logs, self-evaluation records, teachers' conference records, status of the class sheets, and authentic writing assessments.

This method also provides a visual reminder that attitudes and thinking should be assessed and that standardized tests are only one piece of the total assessment package.

Some school districts in Montana are implementing writing assessments or beginning to collect student writings in portfolios to gain clearer pictures of their students' progress in higher-order thinking and writing skills.

Considering assessment as curriculum is written encourages that objectives will not only be measurable but will also include skills, content, thinking, and attitudes that are worth teaching.

Montana's *Communication Arts Curriculum Model* contains an assessment section that describes assessment as required by the Montana School Accreditation Standards, a "Program Evaluation Checklist," and descriptions of several assessment tools. The checklist could be a valuable tool in helping to meet this standard, which also requires districts to "use assessment results to improve the educational program."

If you would like a copy of a simple assessment matrix, please contact me.

### Portfolio Assessment

At the Northwest Regional NCTE Conference in Portland, April 28-30, sessions on assessment overflowed with curious teachers. One session described a model used in universities that are attempting to guarantee that their graduates can, indeed, write. This method is based upon a program described in *Portfolio Grading: Process and Product* from Boynton/Cook. With an outcome-based curriculum, K-12

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schools may also want to consider using portfolios as part of the grading and graduation requirements.

In this model, students submit their best papers from two years of work, representing four disciplines, including expressive, expository, and argumentative pieces and two timed essays to check for over-editing by teacher or peers. Portfolios are then rated as "pass, low pass, or no pass" by a team of teachers from various disciplines. Students with "no pass" cannot receive English grade reports higher than "D." They must continue to collect portfolios (along with the "low pass" students) and score pass ratings to graduate.

For a K-12 situation, the number and variety of papers required could be modified. A high school following this model could require that portfolios be submitted toward the end of the sophomore year, allowing non-passing students two more years to achieve passing portfolios.

Presenters cited the following advantages for this type of portfolio assessment: 1) teaching to the test actually becomes beneficial; 2) though using writing process, the focus is on product; 3) it provides a practical application for effective writing; 4) "mercy grading" is discouraged; 5) quality really counts, not time expended; 6) teacher and student collaborate to succeed for that "other" audience; 7) cooperation and communication among teachers improves.

This model of portfolio assessment also has some drawbacks. However, portfolios may provide the most valid and natural means of assessment to assure that learner goals in writing, thinking, and English language are met. If you would like more information about writing assessments and/or portfolios, please contact me.

## HOME ECONOMICS

Laurie Potterf, Specialist  
444-2059

## State FHA winners

The Montana Association of Future Homemakers of America is proud of the 33 state winners that will represent the Treasure State in 16 different events at the FHA National Leadership Meeting in Washington, DC, July 5-12. The winners represent schools in Colstrip, Plevna, CMR-Great Falls, Circle, Opheim, Stanford, Belgrade, Reedpoint, Hardin, Sheridan, Valier, and Shepherd. Congratulations to all involved!

## Clothing/textile seminars

Two clothing and textiles updates, available through Carl

Perkins funds, will focus on entrepreneurship and career concepts at Montana State University this summer. One 500-level credit is available for each seminar. Update I will run June 17, 18, and 19, 1991. Update II will run June 19, 20, and 21, 1991. A seminar designed to introduce students to all career areas in clothing and textiles will be conducted also on June 17, 18, and 19, 1991.

## Consumer Homemaking funds

The latest word from the American Vocational Association is that Consumer Homemaking funds for fiscal year 1992 look promising. Your letters do count!

## Application deadline

Did you turn in your project application for state vocational education funding for 1991-92?

## MOTORCYCLE SAFETY

Jim Bernet, Specialist  
444-4569

## Motorcycle Awareness Month

Governor Stephens has declared May as Motorcycle Awareness Month. The purpose of this event is to increase driver awareness of motorcycles as part of the general traffic mix and to encourage drivers to keep an eye out for bikes. Motorcycles are smaller than cars and trucks, harder to see, and it is more difficult to judge their speed. Please contact me for more information about Motorcycle Awareness Month.

## SOCIAL STUDIES

Linda Vrooman Peterson  
Specialist, 444-5726

## State geography champs

What is the term for a crescent-shaped lake formed when a new river channel cuts off a meander? Wade Hatch, the 1991 state Geography Bee winner, an eighth grader at Fairfield Elementary School, knew the correct response: oxbow lake. Wade will receive \$100, and he and a teacher escort will receive an all-expenses-paid trip to Washington, DC, for the May 22 and 23 national finals.

The state bee is the second level of the National Geography Bee, which began in January with competitions in many schools

across Montana and thousands of schools across the country. One hundred two students qualified to take part in the Montana Geography Bee on April 5, held at the Myrna Loy Center in Helena. Superintendent Nancy Keenan presented the awards to the top three winners: first place, Wade Hatch, Fairfield Elementary; second place, Dirk Johnson, eighth grade, East Middle School, Great Falls; and third place, Jeremy Craft, eighth grade, Boulder Elementary School, Boulder.

The National Geography Bee, May 22 and 23, will be televised over PBS stations; check your local listings for the times.

## Centennial Bell Award

Teachers may be nominated for the Second Annual Montana Statehood Centennial Bell Award, established to honor a Montana teacher in grades 4-8 who best teaches Montana history.

Each applicant will submit a two-page essay describing his/her approach to and experiences in teaching Montana history during the 1990-91 school year. Three letters of support should be included. The winning teacher and class will travel to Helena to ring the Montana Statehood Centennial Bell in the State Capitol on Montana Statehood Day, November 8, 1991. Governor Stephens and Superintendent Nancy Keenan will honor the teacher and class in a special ceremony. The students will be escorted on a tour of the Montana Historical Society Museum.

The teacher will receive a bell-shaped plaque and \$1,000 to cover expenses for the trip to Helena and to purchase Montana history books for the school library.

Entries should be postmarked no later than October 1, 1991. Please send entries to me at OPI.

The award is sponsored by KRTV, Great Falls; KXLF, Butte; and KPAX, Missoula and administered by the Office of Public Instruction. For more information, contact Norma Ashby, project coordinator (453-7078).

The first winner of the award in 1990 was Sherri O'Day, fifth



Geography Bee winner Wade Hatch receives his award from Superintendent Nancy Keenan.

grade teacher at Our Lady of Lourdes School in Great Falls.

## Diversity and tolerance: Native Americans and the Bill of Rights

With funding from the National Council for the Social Studies, the University of Montana will hold a workshop on "Diversity and Tolerance: Native Americans and the Bill of Rights," for 30 elementary and secondary teachers.

Scheduled in conjunction with the Montana Council for the Social Studies 1991 conference, the workshop will take place October 16 and 17 at Eastern Montana College. The workshop will present the Bill of Rights as a document that advocates a community of tolerant and civic-minded people. It will use the situation of Native Americans in Montana to demonstrate the progressive and logical connection among the concepts of diversity, rights, expression, knowledge, respect, tolerance, and community.

Presenters will include Donald Wetzel, former Montana coordinator of Indian Affairs and present superintendent of schools in Harlem; Margery Hunter Brown, professor of law and director of the UM Indian Law Clinic; James J. Lopach, professor of political science at UM; Daniel Kemmis, former speaker of the Montana House of Representatives and present mayor of Missoula; Marlene LaCounte and Jean Luckowski, associate professors of education at EMC and UM, respectively; and a panel of Montana tribal leaders.

Participants may earn one graduate credit from UM and will receive a stipend and workshop materials. Contact Jean Luckowski, School of Education, University of Montana, Missoula, MT 59812. Application deadline is July 1, 1991.

## National Bicentennial competition finals

Students from Bigfork High School represented Montana in

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Washington, DC, where they turned their knowledge of the U.S. Constitution into expert testimony in the National Bicentennial Competition on the Constitution and the Bill of Rights.

The students had studied for months to prepare for their role as experts testifying on selected constitutional issues before a mock congressional committee made up of constitutional scholars, lawyers, and government leaders. The school's government class, led by Bob Hislop, vied with classes from across the nation.

Nationwide, close to 800,000 secondary students participated in the project this year. The National Bicentennial Competition will continue through the bicentennial of the Bill of Rights in academic year 1991-1992. For more information please contact me.

## A woman's place is... in the curriculum

A multicultural approach to including women's history in the K-12 curriculum will be the focus of a four-day summer conference conducted by the National Women's History Project. The conference will be held August 5-8, 1991, in Santa Rosa, California. Registration is now open; registration deadline is July 10.

This will be the project's ninth annual summer training session for mentor teachers, curriculum coordinators, gender equity specialists, multicultural specialists, Title IX coordinators, and classroom teachers. Participants will learn proven strategies for incorporating women's history into all areas of the K-12 curriculum. Hundreds of the latest resources will be introduced. Nationally known guest speakers will address topics of their particular expertise.

Two units of upper division college credit may be earned through Sonoma University. Enrollment is limited to 75 people. The \$325 registration fee includes resource materials, books and guides, a training video, all lunches, and one dinner.

Contact Bonnie Eisenberg at the National Women's History Project, 7738 Bell Road, Windsor, CA 95492 (707-838-6000).

## National historical map contest

Students from three Montana schools represented Montana in the national finals of the Discover Early America: The National Historical Pictorial Map Contest, held April 30, 1991, in Washington, DC. The schools are Montessori International, Corwin Springs; Townsend Middle School, Townsend; and Lyntelle

Yutani, Glasgow High School, Glasgow.

Using an outline map, contestants depicted historical events and geographical locations, such as a kite to represent Benjamin Franklin's discovery of electricity or a time line including the Iroquois Nation's contributions to the U.S. Constitution. Key elements of the competition

include historical accuracy, creativity, and imagination.

Each state-level winner received a cash award of \$500. National winners receive up to \$5,000. The contest is sponsored by the Commission on the Bicentennial of the United States Constitution and coordinated by the Center for Civic Education. National winning entries will be displayed at the Museum of American History in Washington, DC.

## MCSS conference

Montana Council for Social Studies Teachers will hold its annual conference in conjunction with the Montana Education Association October 16-18, 1991, in Billings. Sessions will focus primarily on Native American educational issues. For more information, contact me at OPI or Dr. Marlene LaCounte, Center for Civic Education, Eastern Montana College (657-2204).

## SPECIAL EDUCATION

Sue Paulson, Specialist  
444-5664

## Technical assistance manuals

Two new technical assistance manuals on individualized education program (IEP) and least restrictive environment (LRE) are now available from the Office of Public Instruction.

The manuals were developed in response to federal monitoring of the state special education program. All special education teachers and support personnel in the state received a copy after the state directors' meeting on May 6. Administrators and

teachers who want their own copies of the manual should contact their special education project directors.

## CERTIFICATION

Don Freshour, Director  
444-3150

## Computer endorsement review committee to be formed

Applications for positions on the Computer Endorsement Review Committee will be available from the Office of Public Instruction this spring and summer. You may contact me or Computer Education Specialist Jim Williamson at the Office of Public Instruction, State Capitol, Helena, MT 59620.

The committee will consist of three computer instructors and/or computer coordinators, one secondary school administrator (principal or superintendent), and three people from higher education computer science or computer education.

Committee membership applications are due October 1, 1991.

This committee will review applications for experience-based endorsement in computer science. Endorsement applicants will be people who wish to be certified on the basis of prior training and experience rather than through Board of Public Education-approved college programs. The committee will review these applicants' requests between January 1, 1992 and September 1, 1996.

## BUSINESS EDUCATION

Marion Reed, Specialist  
444-4454

## Important dates for business education

The dates listed below are for your information and planning. They may be subject to change, additions, and deletions.

### May 1991

31-June 3: Business Professionals of America and VICA State Officer Training, Butte

### July 1991

12-16: Business Prof. of America CEAC Meeting, Cincinnati

14-16: Business Prof. of America SAAC Meeting, Cincinnati

17-20: Business Prof. of America National Bd. Meeting, Cincinnati  
Late: Business Prof. of America Advisors Meeting, To Be Determined

### August 1991

1-3: Postsecondary Inservice, Missoula

### September 1991

30: VSO Fall Leadership Conference, Great Falls

### October 1991

17-18: MVA/MBEA Fall Conference, Butte

### December 1991

6-10: AVA Conference, Los

Angeles

## January 1992

19-20: Business Prof. of America State Officer Planning Meeting and Proclamation Signing, Helena

## February 1992

9-15: Business Prof. of America Week

14-17: WBEA Conference, San Diego

10: Business Prof. of America State Leadership conference/contest registration due

24: Business Prof. of America conference registration funds due

## March 1992

8-10: Business Prof. of America State Leadership Conference, Helena

## April 1992

3-4: Business Education Forum

15-18: NBEA Conference, Boston  
Late: Business Prof. of America National Leadership Conference, Cincinnati

## PUPIL TRANSPORTATION

Terry Brown, Specialist  
444-4396

## 1991 pupil transportation workshops

Come on over to Missoula for this year's Montana Association for Pupil Transportation workshops! The dates are June 19-21, 1991; the place is Holiday Inn Parkside, Missoula. The workshops will allow you to stay in tune with what is happening in pupil transportation, including defensive driving, stress management, first aid, railroad crossing safety, commercial driver's licensing, and more.

## Advanced driver education workshops

Our summer schedule was sent out some time ago, but I want to remind everyone that we are still taking reservations over the phone for these workshops. The advanced driver education workshops are held in Lewistown from June through August. At last check, June was about full; however, there are plenty of openings for July and August. Call 444-4432 if you would like to sign up.

## Resignation

I will be resigning from my position as OPI's pupil transportation specialist, effective June 28, 1991. It has been enjoyable working for and with you the past 14 years. We have accomplished some very good things in the area of pupil transportation safety for children during these years. I will work my hardest to see that my position is filled by someone who will continue to promote school bus safety.

You are not getting rid of me altogether, because I have been hired as manager of Treasure

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State Transit in Helena. Treasure State Transit will become the new school bus contract operation in Helena. I guess I have yellow blood in my veins, and I look forward to continuing my many friendships in Montana's educational community in the future.

Thank you for your support and encouragement during my tenure at OPI.

## CHAPTER 2

**Kathleen Mollohan, Specialist**  
444-4317

### Chapter 2 report available

The annual report to the U. S. Department of Education on Montana's use of ESEA Chapter 2 funds is available. This report summarizes Chapter 2 activities statewide during the 1989-90 school year. Copies can be obtained from your county superintendent or by writing to Chapter 2, OPI, State Capitol, Helena, MT 59620.

## GAAP Accounting

**Jim Oberembt, Specialist**  
444-1257

### OPI accounting workshops

The Office of Public Instruction will continue presenting workshops in June 1991 to discuss year-end closing procedures and instructions for completing the 1990-91 Trustees' Financial Summary. The workshops will also include an overview of new legislation affecting accounting.

Workshops I and II will cover the same topics; however, Workshop I is geared for those who use a manual columnar accounting system. Workshop II is geared for those who use double-entry accounting systems. Both workshops will assume participants have attended previous GAAP workshops and have a basic understanding of modified accrual basis accounting.

Each workshop will begin at 8:30 a.m. and end by 5:00 p.m.

**Great Falls:** Workshop I-June 3; Workshop II-June 4. Great Falls Vo-Tech.

**Havre:** Workshop I-June 5; Workshop II-June 6. Le Havre Inn.

**Bozeman:** Workshop I-June 10; Workshop II-June 11. GranTree Inn.

## MATHEMATICS

**Jim Williamson, Specialist**  
444-4436

### Math Contest results

The Math Contest sponsored by the Montana Council of Teachers of Mathematics showed another year of growth this year.

Math Contest site directors will hold their annual meeting in October in conjunction with the MCTM fall conference. If you are interested in becoming involved or have questions or comments, you are invited to attend. Contact me for more information.

The 1991 contest results are listed below:

#### Top students, junior high

**Class A:** Zane Aldworth, Bozeman; Taylor Jensen, Great Falls; Steven Strong, Helena.

**Class B:** Josh Anderson, Deer Lodge; Eli Bolotin, Hamilton; Nicolas Finco, Deer Lodge; James Kinney, Deer Lodge; Kirk Lombardozzi, Billings; Vicky Lorenz, Sidney; Kris McConnell, Fairview; Wendy Owens, Lewistown; Melissa Schilling, Sidney; Ryan Suda, Hamilton; Veronica Worthy, Deer Lodge.

**Class C:** Isabel Beerman, Power; Trevor Johnson, Bozeman; Lucas Kammerzell, Chester; Jake Lewis, Centerville; Jody Skinner, Drummond.

#### Top students, high school

**Class A:** Kirk Engstrom, Billings; Keith Gibson, Missoula; Ben Houston, Great Falls; Tyler Nortin, Bozeman; Lars Olson, Butte.

**Class B:** Korrie Bergman, Hamilton; Kurt Gassman, Stevensville; Marvin Greenlee, St. Ignatius; Andrea Hall, Whitefish; Ron Hills, Colstrip; Fred McConnell, Fairview; Emily Rehwinkel, Townsend; Scott Willard, Belgrade.

**Class C:** Elizabeth Beerman, Power; Aitor DeCastillo, Geyser; Josh Denning, Big Sandy; Corey Gerving, Wibaux; Sean Mauch, Ekalaka.

**Joan Dolan Memorial Scholarship:** Andrea Hall, Whitefish.

**Adrien Hess Memorial Scholarship:** Corey Gerving, Wibaux.

## AGRICULTURE EDUCATION

**Leonard Lombardi, Specialist**  
444-4451

### Important dates

Mark your calendar for these 1991 dates:

Sept. 9-16: District FFA Leadership Schools, 9 locations

Sept. 21-22: FFA Made For Excellence Conference, Billings  
Sept. 28-29: FFA Made For Excellence Conference, Great Falls

Oct. 17-18: Montana Vocational Conference, Butte

Nov. 13-16: National FFA Convention, Kansas City, MO

The Montana Vocational Agriculture Teachers' Update Conference will be June 10-14, 1991, in Bozeman. This is a change from June 17-21.

## The 1991 legislative session—mixed results for education

(Continued from page 2)

districts already function administratively as one district, current statute requires that the elementary and high school districts be two separate legal entities with separate budgeting, voting, reporting, accounting, and funding.

House Bill 335, signed by the governor, allows district voters to determine whether districts with the same boundaries will unite in one legal entity. About 106 districts may take advantage of this bill to combine into 53 districts.

### Transportation

Senate Bill 82, signed by the governor, increases the rates for reimbursement of on-schedule transportation costs (the costs of transporting students to and from school) by 6.25 percent, from 80 cents per mile to 85 cents. The bill also provides the same method to fund both elementary and high school on-schedule transportation; one-half of the funding is provided by the state and one-half by the county. House Bill 154, signed by the governor, revises the use of the bus depreciation reserve fund to include remodeling or rebuilding of buses.

### Accounting, reporting, etc.

Accounting, revenue calculations, board of trustee requirements, district boundaries, nepotism, tenure, and reporting criteria were addressed in house bills 27, 120, 123, 328, 347, 456, 462, 470, 507, 518, 534, 580, 589, 645, 715, 913, 962, and senate bills 179, 180, 395, and 456.

### Interim education studies

Two resolutions propose legislative study of education issues during the interim between the 1991 and 1993 legislative sessions. Senate Joint Resolution 17 will study equity issues including the foundation program schedules and the distribution of equalization aid, transportation, tuition, guaranteed tax base aid, and capital outlay for buildings and facilities. House Joint Resolution 49 will study the impact of extending the school year to increase the amount of time students spend in school. ■

—Dori Nielson, OPI Senior Education Analyst

## Touching the future through counseling

(Continued from page 1)

isolated, rural counselors.

Jones will help fill that void through her project, which will involve researching and sharing ideas that work in Montana and elsewhere. Her resource guide will be distributed in print and "on-line" through the state's telecommunications systems, including PSINet, Big Sky Telegraph at Western Montana College, and MUSENET. Jones will also field-test a curriculum planning model by helping the Polson School District develop its K-12 guidance curriculum.

"Montana may be rural," says Jones, "but it is not isolated from the growing number of young people at risk due to substance abuse, divorce, dysfunctional families, and economic instability. The challenge and responsibilities resting upon Montana's school counselors will become increasingly more demanding in the 1990s."

Without a developmental, preventive program, she says, counselors spend most of their time "saving drowning kids." By helping districts plan curriculum

with scope and sequence, she hopes to help prevent kids from falling into the "river of trouble" in the first place. ■

## Hyper Schools

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of the Hyper Schools project's success was that it allowed students to actually create and share knowledge, rather than just absorbing it.

Lukenbill says plans are in the works to expand this pilot project to include other areas of the curriculum. In the near future, students who live across the state from one another may work together to create programs on foreign language, language arts, math, science, fine arts, or just about any topic imaginable. ■



# New Titles at OPI's Audiovisual Library

For more information about these new offerings , contact Jim Meier, Audiovisual Library, Office of Public Instruction, State Capitol, Helena, MT 59620 (442-3170).

9121: SETTLEMENT OF THE WESTERN PLAINS. Settlement of Canadian Plains.  
9929: ANDREA'S STORY: HITCHHIKING TRAGEDY. Consequences of hitchhiking for a young girl.  
20811: OVERVIEW OF TECHNOLOGY. Technology and how it is changing.  
20812: PEOPLE, TECHNOLOGY & ENVIRONMENT. How technology affects our daily lives and impacts the environment.  
20813: INTRODUCTION TO COMMUNICATION. History of communication and how it is changing.  
20814: DESIGNING MESSAGES. Elements used to design messages.  
20815: PRODUCING & TRANSMITTING MESSAGES. How technology is used to design and transmit messages.  
20816: EVALUATING MESSAGES. How technology is used improve feedback.  
20817: INTRODUCTION TO CONSTRUCTION.  
20818: DESIGNING & PLANNING STRUCTURES.  
20819: BUILDING A STRUCTURE SAFELY.  
20820: FINISHING A STRUCTURE.  
20821: INTRODUCTION TO MANUFACTURING. How manufacturing has changed our lifestyles.  
20822: MANUFACTURING SYSTEMS. Manufacturing systems and resources needed for industry.  
20823: USING & EVALUATING MATERIALS. Materials, their properties, and how they are selected for manufacturing.  
20824: MANUFACTURING PROCESS. Processes for manufacturing from separation to finished product.  
20825: MANUFACTURING PROCESS PLANNING. The importance of planning, research, and development in manufacturing.  
20826: OVERVIEW OF ENERGY. Shows energy in various states of production and how technology is used to conserve energy and reduce pollution.  
20827: CONVERSION OF ENERGY TO POWER. Explains conversion of energy into power and shows how power is measured.  
20828: TRANSMISSION, CONTROL & STORAGE OF POWER.  
20829: TRANSPORTATION SYSTEMS. Shows systems of transportation and explains how transportation solves problems and creates others.  
20830: STREET LAW. Explains the "Street Law" course offered by the Great Falls Public Schools.  
20831: RED ASPHALT III. Relates results of drinking and driving, use of safety belts.  
20832: BROKEN TREATIES. Drama showing the issue of Manifest Destiny debated against American Indian claims for open prairies and

sacred lands.  
20833: GETTYSBURG ADDRESS. Drama shows circumstances surrounding writing and delivery of the famous speech.  
20834: SOME CALL IT GREED. Economic history of U.S. from 1900 to the present.  
20835: GANGS: NOT MY KID. The gang member from birth to pre-adolescent years to gang membership.

**The following contain two titles from the World of Chemistry Series:**  
20926: WORLD OF CHEMISTRY / COLOR. Introduces chemistry and how the search for additional colors forced the birth of modern chemistry.  
20927: MEASUREMENT/MODELING THE UNSEEN.  
20928: MATTER OF STATE/ATOM, THE.  
20929: PERIODIC TABLES/CHEMICAL BONDS.  
20930: MOLECULAR ARCHITECTURE/SIGNALS WITHIN.  
20931: MOLE, THE/WATER.  
20932: DRIVING FORCES/MOLECULES IN ACTION.  
20933: BUSY ELECTRON/PROTON IN CHEMISTRY.  
20934: PRECIOUS ENVELOPE / CHEMISTRY OF THE EARTH.  
20935: METALS/ON THE SURFACE.  
20936: CARBON / AGE OF POLYMERS.  
20937: PROTEINS; STRUCTURE & FUNCTION/GENETIC CODE.  
20938: CHEMISTRY & ENVIRONMENT/FUTURES.

**The following are part of the Planet Earth Series:**  
20939: LIVING MACHINE, THE. Shows plate tectonics and how it relates to important discoveries of the century.  
20940: BLUE PLANET, THE. Shows oceans as one of the last frontiers on Earth.  
20941: CLIMATE PUZZLE, THE. Presents clues to mysteries of what caused the Ice Age, Venus's Greenhouse Effect, and Antarctica's ice rivers.  
20942: TALES FROM OTHER WORLDS. Shows Jupiter, Lo the great volcano, and the surface of Venus.  
20943: GIFTS FROM THE EARTH. Examines Earth's mineral sources.  
20944: SOLAR SEA, THE. Relates the relationship between Earth and Sun.  
20945: FATE OF THE EARTH. Shows possible consequences of nuclear winter and ultra-violet spring.

20946: CONTRARY WARRIORS: THE CROW TRIBE. Relates the tribe's long struggle for survival.  
20947: GRIZZLY & MAN: UNEASY TRUCE. The controversy surrounding the grizzly and man's encroach-

ment upon his domain.  
20948: JUST WAIT: I'M A VIRGIN & PROUD OF IT. Interviews with teens relate how they cope with sexual pressure.  
20949: FRIEND IN NEED, A. A teenager is forced to come to grips with his prejudice against handicapped people.  
20950: TEENAGE SUICIDE. Suicide warning signs; how communication is a solution.  
20951: SELF-ESTEEM. A handicapped teen-ager and good self-esteem.  
20952: HAPPY BIRTHDAY MONTANA. The Montana Centennial celebration held in Helena on November 8, 1989.  
20953: MONTANA CENTENNIAL WAGON TRAIN. Montana Centennial Wagon Train and its journey from Stevensville to Helena.

**The following are from the critically acclaimed Civil War series:**  
20954: CIVIL WAR: THE CAUSE 1861.  
20955: CIVIL WAR: A VERY BLOODY AFFAIR 1862. The political battle front confronting President Lincoln.  
20956: CIVIL WAR: FOREVER FREE 1862. Military geniuses from the South; Lincoln's search for a general to lead the Union.  
20957: CIVIL WAR: SIMPLY MURDER 1863. The Union in retreat, the rising movement in the North, sets the stage for the war's most decisive campaign.  
20958: CIVIL WAR: THE UNIVERSE OF BATTLE 1863. Battle of Gettysburg; increasing opposition to war in the North; the Gettysburg Address.  
20959: CIVIL WAR: VALLEY OF THE SHADOW OF DEATH. Grant's elevation to General in Chief during the battle of North and South; graphic scenes from hospitals in Washington.  
20960: CIVIL WAR: MOST HALLOWED GROUND 1864. Men at war; Lincoln's re-election campaign of 1864; military campaigns of the South.  
20961: CIVIL WAR: WAR IS ALL HELL 1865. The final offensives of the worst war of American history; Lincoln's inauguration.  
20962: CIVIL WAR: BETTER ANGELS OF OUR NATURE. Lee's surrender at Appomattox; Lincoln's fateful visit to Ford's Theater; the aftermath of the assassination.

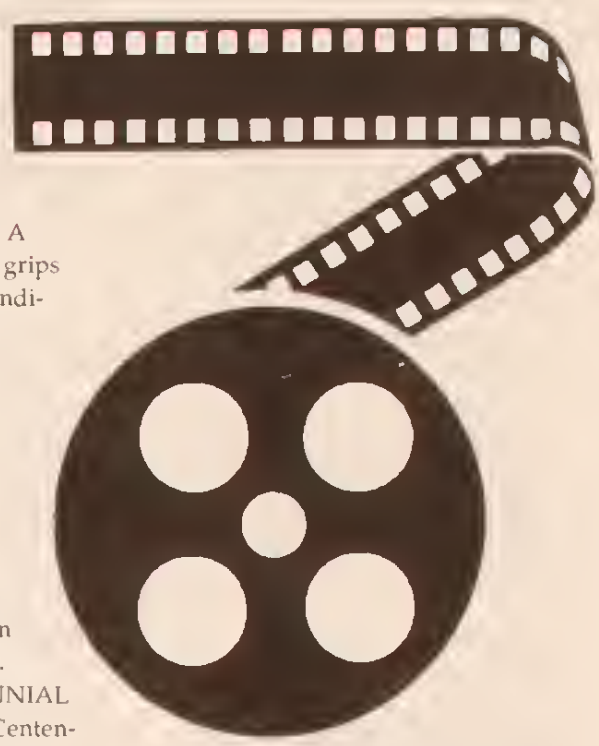
20963: BILL OF RIGHTS. The original 10 amendments to the Constitution.  
20964: ART APPRECIATION: ENJOYING PAINTINGS. Three fundamental elements of line, shape, and color to convey emotion.  
20965: YOU DON'T HAVE TO DIE: JASON'S STORY. Five-year-old Jason and his battle with cancer.  
20966: LAST STRONGHOLD OF THE EAGLES. Video version of LCA title.  
20967: ACIDS, BASES AND SALTS. Updated version of Coronet film.

20968: JOHNNY APPLESEED. LEGEND OF FRONTIER LIFE. Video version of classic Coronet film.  
20969: HOW THE ANIMALS DISCOVERED CHRISTMAS. Video version of Coronet classic.  
20970: ATOM: A CLOSER LOOK. Video version of Disney film.  
20971: IN BEAVER VALLEY. Video version of Disney classic.  
20972: LITTLE DOG LOST. Lost Corgi dog searches for an understanding master.

**The following are video versions of Disney classics:**  
20973: GRAND CANYON.  
20974: ARCTIC REGION AND ITS POLAR BEARS.  
20975: FITNESS & ME: WHAT IS FITNESS EXERCISE?  
20976: FITNESS & ME: HOW TO EXERCISE.  
20977: FITNESS & ME: WHY EXERCISE?  
20978: LEGEND OF JOHNNY APPLESEED.  
20979: PETER & THE WOLF.  
20980: I'M NO FOOL WITH FIRE.  
20981: LEGEND OF THE BOY & THE EAGLE.  
20982: WINNIE THE POOH & TIGGER TOO.  
20983: WINNIE THE POOH & THE HONEY TREE.  
20984: WINNIE THE POOH & THE BLUSTERY DAY.  
20985: I'M NO FOOL WITH A BICYCLE.  
20986: I'M NO FOOL AS A PEDESTRIAN.  
20987: SEAL ISLAND.  
20988: LEMMINGS AND ARCTIC BIRD LIFE.  
20989: LARGE ANIMALS OF THE ARCTIC.

20990: SMOKING: EVERYTHING YOU NEED TO KNOW. Video contrasts commercials with the real life consequences of smoking.  
20991: MADELINE: THE MUSICAL. Madeline and her friends take the viewer on a tour of Paris in this animated musical video.

**The following are video versions of LCA, Coronet, or MTI classics:**  
(Continued on page 11)





(Continued from page 10)

20992: ME & YOU KANGAROO.  
20993: UGLY DUCKLING.  
20994: PHILLIP & THE WHITE COLT.  
20995: MERRY-GO-ROUND HORSE.  
20996: IT'S SO NICE TO HAVE A WOLF AROUND THE HOUSE.  
20997: CLOWN.  
20998: INSECTS & THEIR HOMES.  
20999: LITTLE SHEPHERD & THE FIRST CHRISTMAS.  
21000: LATITUDE, LONGITUDE & THE TIME ZONES. Updated version.  
21001: NATIONAL DRIVING TEST, THE.  
21002: TO KILL THE FUTURE.  
21003: LITTLE ENGINE THAT COULD, THE.  
21004: SHOPPING BAG LADY, THE.  
21005: BOY WHO LIKED DEER, THE.  
21006: SEVEN RAVENS, THE.  
21007: RANSOM OF RED CHIEF.  
21008: BROWN WOLF.  
21009: ELIZABETH: THE QUEEN WHO SHAPED AN AGE.  
21010: CRUSADES: SAINTS & SINNERS.

21011: MIGUEL DE UNAMUNO: NIEBLA. Video dramatizes one of the most widely read works in modern Spanish fiction. In Spanish.  
21012: STING: PRESERVING THE RAINFOREST. Video relates rock star Sting's efforts to preserve the world's rainforests.  
21013: ERNESTO SABATO: EL TUNEL. Video dramatizes Sabato's novel about an artist whose blind personal and artistic goals drive him insane. In Spanish.  
21014: ALASKAN ESKIMO, THE. Video version of Disney classic.  
21015: HISTORY REVISITED. Video shows how to integrate women's history into curriculum.  
21016: MAN WHO PLANTED TREES. Animated video relates how the power of determination can change a desert into an oasis.

Please preview the following titles before showing:

21017: A IS FOR AIDS. Video depicts how the HIV virus enters the body, how AIDS is transmitted. Stresses prevention.  
21018: TEEN AIDS IN FOCUS. Video introduces three individuals infected with HIV who talk about life and their perspectives on the future.  
21019: LETTER FROM BRIAN. Video shows young girl who receives a letter from her boyfriend telling her he is HIV positive. Discusses prevention, transmission, and confidentiality.  
21020: AIDS: LETS TALK. Provides basic facts about AIDS through puppets and narration.  
21021: AIDS: TAKING ACTION. Video provides clear, appropriate education about AIDS and HIV transmission. Stresses abstinence and options for individuals already sexually active.  
21022: AIDS: LEARN FOR YOUR LIFE. Video explains essential medical facts about AIDS and HIV virus. Destroys myths, identifies high risk behavior, urges sexual abstinence.  
21023: AIDS IN RURAL AMERICA. Video dispels the myth that AIDS is a

city disease.

21024: AIDS: WHAT EVERYONE NEEDS TO KNOW. Video explains the immunity system and how HIV disables it. Defines high risk behavior.

21025: BEGINNINGS: YOU WON'T GET AIDS. An animated video for primary and intermediate children.  
21027: AIDS: A PERSONAL RESPONSIBILITY. Video is a story about a Montana man living with AIDS. Focuses on self responsibility and avoiding high risk behavior.  
21028: IT DOESN'T HURT TO BE CAREFUL. A bus driver is skeptical of universal precautions in this video. Various crises arise; in each scenario the need for protection is reinforced.

21030: UPDATE TO LEGAL CHALLENGES IN SPECIAL EDUCATION. This video is the first quarterly update to legal challenges to special education.

21031: OVERVIEW OF PUBLIC LAW 94-142. Video discusses changes in special education ordered by Congress.

21032: SUPREME COURT CASES ON PUBLIC LAW 94-142. Mr. Martin discusses recent Supreme Court decisions on special education law and defines the term "appropriate."  
21033: HOW TO DEVELOP AN IEP. Mr. Martin reviews steps taken for parents and school personnel to plan and construct an IEP that tailors education to meet the child's needs.  
21034: RELATED SERVICES. Mr. Martin examines court decisions giving answers to question such as how much physical therapy is enough and how to balance related services.

21035: SCHOOL HEALTH SERVICES. Video explains requirements governing school health services.  
21036: LEAST RESTRICTIVE ENVIRONMENT. Video explores requirements for integration of students with disabilities with non-handicapped students.

21037: EXTENDED SCHOOL YEAR. Video discusses court-formulated criteria to determine whether schools need to extend services beyond the regular school term.

21038: DISCIPLINE OF HANDICAPPED STUDENTS. Shows development of discipline requirements through the courts and how recent Supreme Court decisions on expulsion affect schools.

21039: WHAT COURTS ARE REQUIRING IN THE IEP. Video reviews the constitutional basis for the IEP plan and discusses areas where courts have struck down IEPs.  
21040: MOST COMMON PROCEDURAL MISTAKES SCHOOLS MAKE. Mr. Martin reviews mistakes courts are finding in how schools provide evaluation and explains how to avoid those mistakes.

21041: HOW TO PREPARE FOR A HEARING. Mr. Martin explains how parents and school personnel should prepare for a hearing.

21042: SECTION 504. Mr. Martin discusses Section 504 of the Rehabilitation Act of 1973 and how the statutes affect special education services.

21043: NO LAUGHING MATTER. Video presents the issue of sexual harassment from the students' perspective.

21044: SENDING THE RIGHT SIGNALS. Video helps combat and prevent sexual harassment.

21045: WORD IN EDGEWISE, A. Video discusses language, the power of bias and stereotype to shape ideas.

21046: SUBJECT IS AIDS. Video provides information about the transmission of the AIDS virus through the injection of drugs and sexual intercourse.

21047: SURVIVING THE BIG ONE-EARTHQUAKE PREPAREDNESS. A Los Angeles City firefighter and earthquake preparedness expert shows how to protect family and life.

21048: LEARNING IN AMERICA:

SCHOOLS THAT WORK. Video explores the roots of problems plaguing elementary education by focusing on schools that have overcome those problems.  
21049: BUS PROCUREMENT FOR HANDICAPPED CHILDREN. Video produced by Charlo Public Schools shows procedures used to purchase a school bus for use in transporting handicapped students.  
21050: SEXUAL HARASSMENT: IT'S NO GAME. A training package including video on how to deal with sexual harassment.  
21051: TAKE THE POWER. A music video to spark interest in the women's movement.  
21052: ASPIRE HIGHER. An award-winning video featuring women in sports careers.

## Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

### WORKSHOPS

#### Learning styles

St. John's University's Center for the Study of Learning and Teaching Styles will sponsor a three-day workshop for administrators, teachers, board members, and parents on "Teaching Students Through Their Individual Learning Styles: A Practical Approach" at the Holiday Inn in Missoula, July 17-19. Two graduate credits are available. Contact Professor Rita Dunn, School of Education and Human Services, St. John's University, Grand Central and Utopia Parkways, Jamaica, NY 11439.

#### Educators for Social Responsibility

Educators for Social Responsibility, a national nonprofit group, offers the following summer institutes during 1991:

Teaching for Social Responsibility, Educating for the 21st Century: Preserving the Earth, Creating a Democratic Classroom, Conflict Resolution, Conflict Management and Intergroup Relations for School-Based Management, Education and Cultural Conflict: A U.S.-Soviet Institute, Teaching for Democracy and Social Responsibility: A U.S.-Eastern Europe Institute, and New Perspectives on Teaching about the Environment.

Graduate credit is available for most institutes. Contact Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138 (617)492-1764.

#### Previewing the Principalship

This workshop for aspiring principals will be held June 10, 1991, 9:00 a.m.-3:00 p.m. at Eastern Montana College in Billings. The workshop will

explore the many dimensions of the K-8 principalship.

The workshop is sponsored by the Montana Association of Elementary and Middle School Principals. Contact Darrell Rud, 34 Peters St., Billings, MT 59101, 256-5145 (h) or 255-3876 (w).

#### Early start for a healthy heart

"Helping Children Stay Healthy," an integrated approach to cardiovascular disease risk prevention in school children, will be held September 20-21, 1991, at the Village Red Lion Inn in Missoula.

This conference is designed for K-8 science, health and home economics teachers; school superintendents and administrators; guidance and counseling staff; school food service personnel; school health nurses; dietitians; public and private wellness coordinators; and youth group leaders.

A sampling of conference topics includes cardiovascular risks in school-age children, fitness programs, and how teachers and parents can help enhance self-esteem in K-8 students.

Continuing education credits are available. Contact Gerry Baertsch, Center for Continuing Education, University of Montana, Missoula, MT 59812.

#### Aviation/aerospace workshops

The Montana Aeronautics Division is sponsoring five college aviation/aerospace teacher workshops. Scholarships valued at \$100, which will help defray tuition and provide for an actual flight experience, will be awarded to up to 30 Montana school teachers at each workshop.

The workshops will be conducted at various times between June 10 and July 3, 1991.

For more information, contact the Montana Aeronautics Division, P.O. Box 5178, Helena, MT 59604.

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## Bulletin Board

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### EXCHANGES

#### Fulbright Teacher Exchange

The 1992-93 Fulbright Teacher Exchange Program involves one-to-one overseas exchanges for teachers at the secondary, post-secondary, and, in a few countries, elementary levels. The program also provides opportu-

nities for postsecondary and senior secondary teachers to participate in summer seminars. During the summer of 1992, seminars will be held in Italy and Netherlands.

Deadline for applications is October 15, 1991. Contact Fulbright Teacher Exchange Program, 600 Maryland Avenue, SW, Room 142, Washington, DC 20024, (202) 382-8586.

## Etcetera

### Calling all art teachers

During the past year, several Montana art teachers who are also practicing artists have exhibited their works in Superintendent Nancy Keenan's offices in the state capitol. If you are an art teacher and practicing artist and are interested in having your work exhibited at the Office of Public Instruction's capitol offices, please contact Thea Van Nice at 444-5658.

#### Linda Brandon v. Lynda Brannon

Linda Brandon and Lynda Brannon are two Office of Public Instruction employees who, not surprisingly, are often mistaken for one another. Here's a rule of thumb for keeping them straight:

Linda Brandon, a paralegal assistant, manages OPI's legal unit. Call her at 444-4402 if you have legal questions. Lynda Brannon is a state aid specialist. Call her at 444-3189 with money questions.

#### Need more copies of *Montana Schools*?

The Office of Public Instruction aims to provide a copy of *Montana Schools* for each school staff member, but we need your help. If your school needs more copies, please have your principal or supervising teacher contact Sanna Kiesling, OPI, State Capitol, Helena, MT 59620. (Copies are distributed through each school's principal or supervising teacher.)

## The colors of my rainbow

(Continued from page 5)

Understanding how a child processes information helps parents and teachers provide suitable learning experiences. It helps teachers and parents be a more effective team. And, when parents understand their own learning styles, it can help prevent the frustration that may occur when the parent's style is different from the child's.

Ultimately, other teachers heard about some of the ideas I was using in my classroom and asked me to share on a wider, more in-depth scale. In 1986, I created a workshop called "The Colors of My Rainbow" to introduce educators to concepts and techniques that I had had success with. Since 1986 "Colors" has grown from a brief, one-hour presentation on self-esteem to a six-hour presentation that covers self-esteem, learning styles, multisensory teaching, thematic teaching, whole body learning, and more. In the past five years I have traveled with width and breadth of Montana and Idaho presenting to teachers, parents, day care personnel, Head Start programs, church groups—anyone who nurtures and teaches children.

The workshop is designed to help parents and teachers create homes and classrooms where children of all ages and abilities can learn to believe in themselves. ■

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

## CALENDAR

### May

Motorcycle Awareness Month—Jim Bernet, OPI, 444-4569

Mental Health Month—Joy McGrath, Montana Mental Health Assoc., 442-4276 or 1-800-823 MHAM

31: Montana Woman '91, Great Falls—Judy Birch, OPI, 444-5663

### June

7-9: GESA Facilitators' Training, Helena—Pat Harper, OPI, 444-1952

10-11: REACH Multicultural Training, Salish-Kootenai College, Pablo—Pat Harper, OPI, 444-1952

10-14: Montana Vocational Agriculture Teachers' Update Conference, Bozeman—Leonard Lombardi, OPI, 444-4451

10-21: Flathead Reading/Writing Institute, Kalispell—Jan Cladouhos, OPI, 444-3714

12-28: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432

16-19: Second National Conference on State and Local Drug Policy, Washington, DC—Rick Chiotti, OPI, 444-1963

17-18: Montana Assoc. of Bilingual Education Conference, Billings—Angela Branz-Spall, Lynn Hinch, or Lori Clark, OPI, 444-3694

17-21: Flathead Literacy Institute, Whole Language in the Elementary and Secondary Schools, Kalispell—Carol Santa, 756-5014

17-19: Rural Education Conference, Dillon—Western Montana College, 683-7011

17-21: Communication Arts Curriculum Workshop, Dillon—Jan Cladouhos, OPI, 444-3714

19-22: Rocky Mountain Health Promotion Conference Rocky VI—MSU, Bozeman—Rick Chiotti, OPI, 444-1963

24-July 19: Montana Writing Project, Missoula—Jan Cladouhos, OPI, 444-3714

### July

8-31: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432

29-August 2: Power Teaching Training, Billings—Pat Harper, OPI, 444-1952

### August

1-15: Advanced Driver Education workshops, Lewistown—Curt Hahn, OPI, 444-4432

5-9: Tenth Annual Law Related Summer Institute, Boulder Hot Springs—Linda Vrooman Peterson, OPI, 444-5726

5-9: Montana School Business Officials Summer Seminar, Bozeman—Mary Schultz, 994-6693

6-8: School Food Service training conference, Billings—Gary Watt, OPI, 444-2505

11-14: National Conference of the American Driver and Traffic Safety Education Assoc., San Antonio, Texas—Curt Hahn, OPI, 444-4432

### September

10-11: Montana Youth at Risk Conference, Great Falls—Rick Chiotti, OPI, 444-1963

12-13: Superintendent's Fall Conference, Great Falls—Gail Gray, OPI, 444-2089

26-27: Fetal Alcohol Syndrome and Effects, Shodair Hospital, Helena—444-7500

### October

2-4: ESEA Chapter 1 Fall Conference, Billings Plaza Holiday Inn—Nancy O'Hara, OPI, 444-1953

6-10: National Safety Congress & Exposition, New Orleans—Curt Hahn, OPI, 444-4432

6-12: Fire Prevention Week

13-19: National School Lunch Week—Division of School Food Services, OPI, 444-2505

16-18: Montana Council for the Social Studies conference, Billings—Linda Vrooman Peterson, OPI, 444-5726

17-18: Montana Assoc. for Health, Physical Education, Recreation and Dance Annual Convention, MSU, Bozeman—Spencer Sartorius, OPI, 444-4434

17-18: Fall meeting for Montana Assoc. of Language Teachers, Billings—Duane Jackson, OPI, 444-3129

17-18: MFT Teachers' Conference, in conjunction with Montana Vocational Conference—Beth O'Halloran, Montana Federation of Teachers, 442-2123

17-18: MEA/IPD Conference, Billings—Montana Education Assoc., 442-4250

17-18: Montana State Reading Conference, Plaza Holiday Inn, Billings—Dr. Barbara Walker, Eastern Montana College, 657-2091

17-19: Montana Council of Teachers of Mathematics Annual Conference, Billings—Jim Williamson, OPI, 444-4436